DOCUMENT RESUME

ED 156 635 SP 012 741

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TITLE Sample of Second Grade Classroom Protocols from Special Study A of the Beginning Teacher Evaluation Study for the California Commission for Teacher Preparation and Licensing.
INSTITUTION Far West Lab. for Educational Research and Development, San Francisco, Calif.
PUB DATE 75
NOTE 42p.; For related documents, see SP 012 741-751

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Behavior Patterns; *Case Studies (Education); *Educational Research; *Elementary Education; Grade 2; *Interaction Process Analysis; Student Attitudes; Student Behavior; Teacher Attitudes; Teacher Behavior; *Teaching Methods
IDENTIFIERS *Classroom Observation

ABSTRACT

Second grade classroom protocols collected within this volume are examples of the protocols developed by the ethnographers associated with Special Study A: "An Ethnographic Study of the Forty Classrooms of the Beginning Teacher Evaluation Study." Twenty teachers at both the second and fifth grades were observed for one week by an ethnographer who observed the teaching of reading and mathematics. Field notes were dictated and transcribed into formal protocols. In addition, informal protocols were developed from informal observations such as conversations with teachers or students. A summary profile for each classroom was developed. Protocols in this volume were selected from several classrooms. (Author)

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Sample of Second Grade Classroom Protocols

from

Special Study A

of the

Beginning Teacher Evaluation Study

for the

California Commission for Teacher Preparation and Licensing

March - April, 1975

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David C. Berliner
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SP012 741

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INTRODUCTION

Collected within this volume are examples of the protocols developed by the ethnographers associated with Special Study A: "An Ethnographic Study of the Forty Classrooms of the Beginning Teacher Evaluation Study." This was one of three studies of the teachers who volunteered for the Beginning Teacher Evaluation Study (BTES) conducted by the Far West Laboratory for Educational Research and Development under a subcontract from the California Commission for Teacher Preparation and Licensing.

These are examples of three kinds of protocols of classroom interaction which were developed by one of the twelve ethnographers, who observed the classrooms of the participating teachers for a period of one week. The identity of both the teachers and the ethnographers has been kept confidential in order to insure the confidentiality of the classrooms studied.

In order to better understand what is contained herein, a brief overview of the study is helpful. Twenty teachers at both the second and fifth grades--forty teachers in all--were observed for one week by an ethnographer, one trained in a particular observation technique from the disciplines of anthropology and sociology. Each day, ethnographers observed the teaching of reading and the teaching of mathematics and took notes. Later in that day, these were recorded onto cassette tapes which were then mailed to the FWL for transcription by typists into the narrative form which are referred to as formal protocols. In addition, ethnographers took note of other observations made during the day--comments made by students, other teachers, in the faculty room, on the playground, etc.--and these were recorded and transcribed into informal protocols. Finally, ethnographers developed a Summary Profile for each classroom based on the outline provided by Jules Henry ("A Cross-Cultural Outline of Education" included in this volume).

The "data set" for each of the classrooms in this study, then, consisted of (a) five formal protocols for the teaching of reading; (b) five formal protocols for the teaching of mathematics; (c) from three to five informal protocols; and (d) a summary profile.

In reading these protocols, it is important to note that each was selected from the entire group and so represents a different classroom. In addition, the nature of the transcription necessitates an explanation of the process used to generate the protocols.

Ethnographers dictated from their notes onto cassette tapes, and it is from these that typists transcribed the protocols. Thus, common errors, e.g., grammar, spelling, punctuation, can be attributed to the nature of transcription from dictation, and this needs to be taken into account when reading them.

The form each protocol takes is in itself important. Each is single-spaced, and each line is numbered. Occasionally, the time and noise level are cited, and these are placed in the margin to the left. Noise levels represent: 0 = no talking, or students working industriously, or teacher speaking with only one student; 1 = necessary

teaching-learning classrom sounds; 2 = noise above the tolerance level of the teacher when she/he begins to quiet down the class.

Finally, the Summary Profile was developed by each of the ethnographers reading through the protocols for a single class and responding to items on Henry's Outline. In order to better interpret these, a copy of the Outline is also included.

The full report, when it is completed will be available from the California Commission for Teacher Preparation and Licensing. These protocols serve as examples of the data collected, and should be read as anonymous examples of the classrooms observed.

With deep gratitude for the assistance of the forty teachers who participated in this study, these data are presented in the hope that they will provide important insights into the teaching-learning process for reading and mathematics in the second and fifth grade classrooms of California.

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EXAMPLE OF READING PROTOCOL -
SECOND GRADE

Protocol Number: 1
Name of Researcher: T. R
Date of Observation:
Subject of Observation:

Reading lesson. Twenty-nine students present. Seventeen boys, and twelve girls. Ethnic distribution, three Chicanos, the rest unidentifiable. Of those three Chicanos, two, Raphael and Onelia, were identified by the teacher as being migrants. The teacher- Miss L The students

9:57/1+ return from recess at 9:57. The noise level was one plus. Miss L was standing in front of the class. She looks at them adopting a characteristically warm smile, and says in a natural tone of voice, "You should be very quiet now. You'll have time later to work on your puzzle. Right now I want you to put it away. Also, put your math on top of the desk if I didn't check it before and inside if I did." She looks at Jeff and says, "Jeff, what did we just say?" Jeff repeats. Miss L continues, "For those of you that are doing reading, if you're in the middle of a book, who can tell me what to do with it?" Nancy raises her hand. Miss L acknowledges it. She says, "Put it in the desk." Smiling, Miss L says "Yes, don't put it back on the shelf. Do you know what would happen if we put it back on the shelf?" Nancy continues, "Someone might take it away and we would lose the book." Miss L then says, "I'm very happy to find that so many people found the mistake in our cross-word puzzle. It's good to know big companies make mistakes too. Can anyone tell me what it is?" A boy stood and offers, "They misspelled 'trouble'." Miss L expands, "Yes they forgot the 'l' in trouble. I guess they're in big trouble too," she says laughingly. She then turns to the board and says, "I'd like to write some words on the board, but there are a number of books and papers that have not been put inside the desks." Students then put the papers and books inside their desks, except Philip, Allena and Raphael. Miss L looks at Allena kindly and says, "Allena, the book?" She then calls Philip's name and Raphael's name. She returns to the board and writes the word 'dough'. She then looks at Philip, who has failed to put his book away, and says in a very kind and pleasant tone, "Philip, may I ask you again to put the book away?" (Parenthetically, it should be noted that Miss L uses a very pleasant voice and smiles contantly, even when involved in control behavvior. She doesn't adopt a characteristically elementary school tone but rather seems to talk in a very normal voice, as she would to adults). She then points to the word and says "What is it?" A girl student offers, "dough". Miss L says, "What's it for?" The girl student stumbles for a moment, and then says "for bread and cake." Miss Lane says "Yes, would we call cooked bread dough?" The students respond in unison, "No". A discussion ensues about the nature of dough. She then asks, "What else is dough?" A student responds, "A slang word for money." Miss L says, "Yes, that's right." She then goes to the next word and says, "Now look while I write it." Billy calls out, "desert!" She says in a kind tone to Billy, "Look at it again." Billy doesn't respond, but another boy does and says "disorder." Placing an accent over the word and splitting it into syllables, Miss L says

"Right. Where is the accent?" The same boy student responds, "first." She then says, "Hands up if you know how many syllables." The students put up their hands and hold up the apropriate number of fingers, indicating two syllables. Miss L then says, "next one." She writes the word 'china'. The students hold up their hands and she calls on John, saying "John?", and John responds with "china". She then poses the question, with a tone of sincere interest, "How do we know it's not the name of a country?" Students offer, "It's not capitalized." Miss L continues, "Right, we know it's not the name of the country, but that it's rather the name of 'china', made out what?" Students say, "dish stuff". Miss L accepts it. She then writes a fourth word and says, "Everybody look at the fourth word." A number of students raise their hand. Miss L calls on Allene, who identifies the word as 'cottage'. Miss L then says, "All hands up. How many syllables?" Students put up their hands with two fingers. Miss L then says, "What is it?" Brian, sitting in the front of the room, waves his hand and says, "I know, I know!" Miss L recognizes Brian and says "O.K. Brian." Brian says, "It's a little house." Miss Lane says, "Yes. Sometimes it's in the country too." She then says "Next one." She writes it on the board. Scott, sitting in the back of the room, is one of the people who raises his hand. He makes an "ah, ah!" sound and Miss L recognizes him and says "O.K. Scott. Scott says, "scissors", and Miss L says "Yes, that's right. Where's the accent?" The students correctly call out the placement of the accent. She then puts a fifth word on the board and says, "Here's another one that doesn't play fair", pauses for a moment, and then says, "What is it?" The students respond, 'stomach'. Miss L says, "Why isn't it fair?" The students respond, "because it has a 'ch' which sounds like a 'k'." (Miss L refers to these letters that are silent or sound like other letters by a variety of terms. She calls them 'naught' words, but more frequently calls them 'little bugaboos' or 'unfair' words, or 'tricky' words, or words that 'break the rules'). She then turns to the discussion of the reading lesson. (The students are working on a program called 'the open corner'. Miss L was discouraged by a recent ruling by the state or the federal government that the program might not be funded again next year. She feels that the program encourages reading and that the students learn a great deal from the program. She says that they may indeed, however, be able to continue the program by simply writing the state and indicating their intentions). She proceeds, "Today we are going to read the story of the wolf and the seven kids." A number of students call out, "Oh, I've read that!" and "Oh, that's a good story!" Miss L continues, "Who can tell me what 'kids' might mean in this story?" A number of students raise their hands. She calls on Jeff, who says, "baby goats." Miss L responds, right". Miss L is still standing in

10:07. Noise level, 1 plus.

front of the room. The time is now 10:07, the noise level is one plus. (The noise level in the room is always rather high, and Miss L doesn't seem to mind the noise at all. In fact, it would seem that she considers it a normal working noise for a group of children). She then instructs, "I want you to all read it by yourself, and then come up as soon as you find a word that you don't know, so that when we do read it out loud, we can whiz right through it." She says so in a very warm and encouraging tone, amphasizing the words 'soon as', and 'whiz through'. One of the students asked, "what page?" Miss L responds, "page 59." Continuing she says, "then I want you to answer the five questions at the back, so that it will help you in discussing the story." Miss L walks over to Anne and begins to talk in a very soft voice, bending over so as to achieve eye-level with the child. (This is a pattern of Miss L 's---not only the soft talking, but also bending over or stooping down, so as to be at the child's level). She gets up and is very mobile. The time is now 10:10 and the noise level is one plus. She goes back to her desk and seems to read some sort of teacher's manual. Jeff throws something at Brian, makes a loud noise, but the teacher doesn't even look up, even though I'm sure she heard it. Raphael gets up and goes to the teacher to ask a word. She helps him immediately, smiling. He returns to his seat. Then John gets up. The same thing happens. When the children leave, Miss L returns to her reading. She notices Mat is reading out loud a bit too loudly and goes over and whispers to him, while bending, "read quietly" in a very very pleasant tone. (By contrast to my teacher last week, Miss L is one of the most courteous, and seemingly, warm and loving teachers I've seen. Even when there's a discipline problem, she always delivers the discipline in a quiet tone with a smile, while bending over the student. I've yet to see her use any form of physical control on children. The most extreme I've seen is for her to place a finer her mouth in the 'sssshhhhshshing' manner, or to point to a child's book. Miss L indicated to me informally that she would rather not control the children too much herself, for two reasons: 1) she encourages children to monitor eachother's behavior. because she says children will receive it better from other children than from me; and secondly, she recognizes that many children engage in misbehavior purely to get attention, and by calling attention to it, she'll just encourage it). Anne, who is sitting in the front of the room, has been turned around for approximately a minute and a half, just staring at the back of the room. Miss L walks up to her and Anne turns around. Miss L bends and tells her to get her book out. She whispers. She then walks over to Jeff, who had a hand up and answers a question about a word he couldn't pronounce. She then goes to the students' mailboxes and delivers some corrected papers. She then goes to the counter and leans against it and continues reading some form of book. Lisa, finishing the reading, gets up,

10:10. Noise level, 1 plus.

goes over to the book shelf, gets a piece of paper, and then sits back down and begins to answer the questions. Miss L walks to her desk. Allene walks up and asks the teacher a question, apparently about the paper. Miss L merley points to the workshop and Allene departs for it, getting a piece of paper and sitting down. Miss L returns to the students' mailboxes and puts graded papers in. Miss L returns to her desk. Jeff goes up to Miss Lane and whispers something, which I have no idea what it is. Allene returns to her desk. Julius goes to the workshop, gets a paper. Jeff departs for the workshop and he returns to his desk. Miss L remains at the back of the room at her desk, reading the manual. The students seem engaged in their work, although they occasionally stop and whisper to oneanother. They seem to work a little, take some time out, and then go back to work. In no way does Miss L interfere with their pattern. Miss L goes over to Billy and helps him with some words. (Billy has been identified informally by Miss L as being the weakest reader in the group). The students get up and go over to the workshops and get some papers. It's 10:17.

10:17. Noise level, 1 plus.

The noise level is 1 plus. The teacher goes around checking math papers that the students have left out while they continue to read and write their answers. She always bends as she checks and gives the student a friendly smile. July is talking to Becky. Miss L turns towards them, looks at them for a moment, doesn't respond, nor do the students. The teacher turns around and continues her work. The students continue for a moment, then stop and go back to work. Miss L continues checking math, being very mobile. She goes over and helps Raphael with a word. The students are at the pencil sharpener. Deron and another boy are talking. Miss L notices but says nothing. It's

10:19. Noise level, 1 plus.

now 10:19 and the noise level is 1 plus. Three helpers arrive and they talk to the teacher. The helpers are sixth graders who help with work. The helpers go over, talk with the students for a moment and take them outside. (Miss L identified these as the slower readers. They include, among others, Brian and Anne. She indicates that on days with good weather, they go outside with the helpers. If its poor weather, however, they do it in the corner. She indicates that the reason for their going outside is that it's less confusing). She then goes over to Billy and talks to him in a low voice, inaudibly. She bends over characteristically. Billy walks up to the desk at the back of the room and gets a math paper. The teacher returns math papers to the students' mailboxes. A helper is in front of the room with Becky, reading the same story. (Becky is another of the slow readers). Miss L then walks around, glancing at various papers and helps Jimmy A with a word. Jeff is walking around the room, seemingly unoccupied. Miss L asks him quietly to please sit back

10:23. Noise, 1 plus to 2.

down. The time is now 10:23. The noise level remains at one plus, to two. Miss L returns to the front of the room, where she delivers lessons and says, "O.K. class, how many liked the story?" A lot of hands go up. She asks

"what kind of story is it?" The students answer in unison, "fairy tale type." She then says in a very happy and almost proud manner, "I'm happy so many of you came up to ask words. Here's one that was asked a lot." She writes the word 'chalk' on the board. She says to one of the students that asked her the word, "What is it, philip?" Philip identifies the word 'chalk'. Miss L then says "This is a tricky word. It's got a silent letter. What is that silent letter?" Philip responds, 'l'. Miss L nods her head in approval. She then says, "Here's another" and writes the word 'forepaw', on the board. She says "What is it?", and Billy responds in a call-out "forepaw." Miss L responds, "Yes, what are forepaws?" Billy continues, "They're the front feet of a dog." Miss L responds, "Yes." She then suggests, "Let's keep our books open to look in while we talk." She then asks the question "Why were the kids inside?" Billy yells, "I know, I know." She recognizes Billy, who says "There was a mean wolf outside." She then asks them another question, "Why did their mother leave them alone?" Jeff responds; Miss L allows him to complete, and then says, "Sorry Jeff, I felt some people weren't listening." She then asks, "Where was she going?" The students respond that she was going to get some leaves. She says, "What kind of leaves?" No one seems to respond. She then asks, "Who can find the describing word?" The students look and yell in unison, "tender!" She then says, "What else?" She calls on Daron, who had his hand up, but Daron can't find the answer. Miss L suggests kindly, "You need to be reay when your hand is up." She gives the question to another student. The other student answers and Miss L continues, "How did the wolf try to fool the kids?" A number of students raise their hands, and says "Nancy." Nancy responds, "He tried to disguise his voice. Miss L adds, "Yes, he tried to change his voice." P tting the question in the personal, because no one else seems to respond, she says "What else would you do if you wanted to disguise yourself?" Nancy responds, "Mask!" Although it wasn't in the story, Miss L accepts the answer, expanding "Yes, a mask would do, or a costume." She continues, "How else would you try to fool someone?" She selects Liz, who had her hand up, "Change your voice." Commenting on the fact that the answer had already been given, Miss L says, " That's alread been said. That's why it pays to be a good listener." She's not being pedantic here; rather, she seems, from her tone of voice, to be making what seems to be an honest suggestion. She says it with a smile, and therefore it appears that the child takes it not as a criticism, but as a suggestion Miss L concludes the discussion of ways of fooling other persons, and she asks, "Where did the kids hide to trick the wolf?" Adam offers, "Under the table and on the stairs." Miss L shakes her head in approval and says, "How many tried to nide?" Adam adds, "Three." Miss L asks, in a tone of honest disbelief, "Only three?" The students respond in unison,

"Seven!" Miss L responds, "Right!" So as to not forget what Adam was saying, Miss L poses the question, "O.K., what did you say Adam?" Adam repeats, "They hid under the table and on the stairs." She then asks, "Where are some good places to hide", referring beyond the story to the general area. The students respond, picking some of the places mentioned in the story and some of the places they might hide around the room. Returning to the story Miss L says, "Where did they youngest wolf hide?" A number of students raise their hands, she calls on Mat, who says, "in the car." The students then shake their head and say, "Wait a minute! You said 'wolf'". Miss L responds, "Oh, I got confused. I meant lambs", as she apologizes in a very sincere tone. She then continues "Who had the best hiding place?" All the students respond "The youngest." She asks, "Where did he hide?" The students respond, "In the clock." It's now 10:32. The noise level is two. Miss L smiles and says, "OK, let's get quiet." She pauses for a moment, and then counts, 'one, two, three!', pausing between each number. She looks at Scott and said, "Scott, I liked the way people read stories and answered questions." (She's not singling out Scott, but merely addressing him as one member of the group). She then says, "Now that you've read alone, let's read out loud." She then calls on Jimmy R and says, "Would you read the title of the story and the author?" He offers that the authors are the Brother Grimm. She then asks in an interesting manner, "Have we read any other stories by the Brothers Grimm?" The students shake their heads 'yes'. Some shake their heads 'no'. She says, "Where could we find out? The students offer, "In the table of contents." Miss L adds, "Yes, and we find it before page one, don't we?" All the students look at the table of contents and respond, 'no' that they haven't read anyother stories by the Brothers Grimm. Miss L , kind of confused but apologetic says, "You fooled me again. I thought we had!" Then students continued to look through the table of contents and said, "Well, there is one on page 80, 100, and 108." The time is now 10:35. The noise level is 2. Miss L acknowledges and says 'yes', that she can't wait to read the next stories, seeming to do so in a very sincere tone. The students were a little noisy, and Miss L says, "We have to have it super quiet to read", emphasizing the word 'super'. She then looks at Philip, who is talking, and says, "Philip, whose voice should be heard?" Philip responds, "The reader". She then says, "OK, Jimmy." Jimmy begins to read. The teacher notices someone talking and she puts her finger to her mouth, in a request for quiet. (It should be noted that most of Miss L 's control behaviours are of this sort. Not only are they easily missed, but because they occur in this fashion, the general tone of the classroom is that there is lack of control). Tim is writing instead of listening or following in his book. Miss L says, "Should we be writing now?" Tim says, "no". Miss

10:32. Noise level, 2.

10:35. Noise level, 2.

L reminds the whole class, "Everybody should be following along, using the marker." That's good." Miss L asks Holly to read and then walks to the back. Holly reads something about the use of chalk to disuise the voice to make it soft and gentle. Debby is asked by Miss L "Debby, could chalk make your voice soft and gentle?" Debby doesn't respond, nor do other students. Rephrasing and personalizing, Miss L says, "When you work at the board what happens?" The students say a variety of things. Miss Lane says, "Well, it makes me cough. What about you?" She then says, "Would chalk make your voice soft and gentle?" The students respond, "No". In conclusion, Miss L says, "In fairy tales you can say just about anything, can't you?" The students nod in agreement. The noise outside seems to have picked up, as students are playing in the playground. Miss L cautions, "Its a little noisy outside. When we read, we'd better make it real loud, OK?" She then calls on Daron, who doesn't have the right page. She then says, "OK Billy, go on." Billy doesn't respond. She says, "Are you ready?", and Billy says, "No". Billy doesn't even seem to have a book. Miss L then turns and says, "OK, sho is ready?" Jeff raises his hand. Miss L calls on him. Jeff reads and then John reads. She asks Tim to read, but Tim doesn't respond. Miss L walks to Tim and whispers, "Would you read with us please?" She then calls on Tom. Tom isn't ready, and Miss Lane points to his book. She walks toward Tom and points again. Tom doesn't seem to have a book either. All the students who have read thus far have made few if any mistakes. As they read, Miss L watches intently, follows in her book and mouthes the words silently. Nancy then reads. It's 10:42. The noise level is zero. Miss Lane remarks, "Very good Nancy. If Mother Goat wept, what did she do?" Allene yells, "cried!", and the teacher says, right." She then calls on Philip to read. Philip, a Chicano, has a great deal of difficulty reading. Miss L smiles, however, as he gets through and says 'good'. Jeff S doesn't seem to be paying attention, and Miss L points to a place in his book. The bell rings at 10:45. Nancy is still reading. Nancy continues and all the students remain in their desks, even though it's now time for recess. Billy throws a paper at Daron. The teacher doesn't respond. Nancy finishes reading and the teacher says, "Do things turn out alright in fairy tales?" All the students respond "yes". (It's amazing that although the bell has rung, students don't get agitated and start to get up, but seem to wait politely as Nancy finished reading). She then requests that Brian go over and call out the balls. The noise level is two. Brian goes over and takes a bunch of cardboard pieces and reads off two names of persons who get balls. The noise is high, and Miss L says calmly, "Oh, we can't call balls. It's too noisy." She then instructs, "If some one is talking next to you, give them the signal." (the signal is the finger to the mouth, indicating quiet). The students are now ready to leave. Miss L looks and sees that table

10:42. Noise level, 0.

Noise level, 2.

number three is quiet and settled. She says, "O.K., number three", pauses, and then she lets the rest go.

10:48. Noise level, 0. The time is now 10:48. The noise level is zero.

(End of observation).

Protocol Number: 21 EXAMPLE OF MATHEMATICS PROTOCOL -
Name of Researcher: G G SECOND GRADE
Date of Observation:
Subject of Observation: 2nd Grade Classroom; Teacher, Ms. R ; Subject: Math

1. 25 children, 13 girls, 12 boys, 4 Spanish-speaking.
2. Formal, Solo.

10:15/1

3. Time is 10:15, noise level is 1. The teacher is stand-
4. ing in the front of the board and says, "Before we
5. start, I want to review these problems." She writes on
6. the board, 24 plus 36, plus 25. These are written
7. vertically without plus sign but with the horizontal
8. line underneath. She asks, "Which column do we add
9. first?" Five hands go up. She calls on Anna who says,
10. "The ones." Ms. R repeats, "The ones column."
11. Moving through the problem quickly she says, "Six and
12. four are what?" The children answer, about seven of
13. them I would calculate. She continues, "When we have
14. a fifteen, 1 ten plus five ones, we put the ten over
15. the tens column." She asks Martin to add it because
16. the problem is the one that he had been working on be-
17. fore the puppet show, which we heard at 9:36 and ended
18. before recess or shortly before recess which was at
19. 10:00. Martin had added wrong. His answer was one less
20. than the correct answer. Ms. R says, "You got
21. that I think because you didn't add the one in."
22. Martin shakes his head, to indicate agreement. Ms.
23. Robin now points to Tammy's problem saying, "Show
24. us how you did it. What is it you put here?" Tammy
25. says, "A one." Ms. R says, "It's a ten, it's
26. value is 10." She's referring to the small ones by
27. the ten's column. She now quickly works through the
28. addition with the class, saying something like "Plus
29. two is what?", while the class answers, and then
30. saying again, "Plus 3 is what?" and the class answers.
31. Having finished the problem, she sees that Tammy got
32. the correct answer. She says, "Good, she got it."
33. The principal comes in the door briefly, and leaves
34. again. Eric S. asks Ms R something. I can't
35. pick up the answer. She now says, "Tammy, it's your
36. day." meaning that Tammy does most of the major tasks
37. of the day. She is going to have the children play
38. Quizmo, which is a mathematics game. Tanny and Ms.
39. R go to her desk to get the Quizmo quipment.
40. Tammy goes back to the front of the room and many
41. hands go up as she picks someone to help her pass out
42. the pieces of the game. She chooses John S. (the
43. teacher often chooses John S. for this kind of task).
44. John S.'s task is to pass out the cards, while Tammy
45. holds the cigar box that contains the pieces. Eugene
46. is moving back and forth in his chair and slips noise-
47. lessly to the floor, looking humorously at me since I
48. am sitting not far behind him in the back of the room.
49. After John S. passes out the cards to the middle
50. seats first, this is the group in which he sits, Sean
51. isolated at the back calls out, "John! John!" Joey
52. who is at the low table, tells the teacher, "Ms. R ,
53. I got 133!" and then says across the room to Sean,
54. "I'm way past you in math!" Sean's envy is clear in
55. his face. Tammy is still passing out the red markers.

Page Number: 02
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10:30/1+

The teacher is in front of the room, at the board, putting an empty grid on with chalk and saying, "First we'll play any column." Tammy is still passing out markers. Sean is given his marker last. Before she reaches him, while she's near Eugene, he calls out, "Hurry up, hurry up." to her. (This seems a survival technique for Sean, as he is isolated from the other children. He is not part of any of the three major groups and has to take care of himself to make sure he's not left out.) The teacher says, "Everyone got a card?" In comment to Brett, "It's about time you outgrew the number line." Some children use the number line, that I see in two places in the room when they are adding or subtracting. There is one in the middle of the low table and there is one on Eric S.'s and Cris O's table. The teacher is moving back and forth across the front of the room. In comments to someone at the high table, "Let Martin alone, he knows what he's doing." I cannot tell who tattled. Martin is holding his head in his hand almost hiding his face and looking as though he's about to cry. Tammy is just about finished and returns to her seat. The aide is sitting at the table behind the teacher's desk correcting workbook sheets. Sitting now in the right front corner on the small table that holds the SRA materials, the teacher says, "Remember, I don't repeat, you must listen." She then says, "Nine plus four." There is a pause, she continues, "Four plus eight." Eugene whispers something to Joanne. They sit beside each other. There is a lot of tension and the room is quiet. The teacher goes on, "Four plus seven" (pause) "Zero plus eight." (pause), "two plus four." Her delivery of the numbers is fairly even in pace. Karen now calls out "Quizmo" and the teacher tells her to bring up her card and not to take the numbers off and comments, "It could be a mistake." Looking at Karen's card, she says aloud, "Eight, six, twelve" and then says, "She has Quizmo." Jimmy asks can they keep going on. Ms. R replies, "No." Jimmy is sitting in the left corner at a lone desk. He frequently feels free to ask a question or make a comment without being called on. He has a very assertive and assured manner and a low, strong voice. At the center of the board, Ms. R says pointing, "This row only." and begins to call the numbers for the next game. Turning over each card as she reads the addition problem on it. She is once again sitting in the right corner. As she reads a problem and pauses she looks around the room. A few are using the number lines, and a couple are counting on their fingers. Noise level is 1, time is 10:25.

10:25/1

Chris and Annie, who sit beside each other, are interacting. Perhaps, helping one another. This occurs in other places in the room, such as with Eugene and Joanne. The teacher has not made overt comments about this. Michelle G. is sitting very high in her chair.

Scott is not in the room. Eva is absent today. A couple times now as Ms. R reads a combination she leaves almost no pause before going on to the next. Martin still looks unhappy. At the cneter of the board once again, Ms. R points to the right bottom square of the grid, saying, "That has to be part of the line for this play." Sean says, "What." a couple of times. She replies, "That row, that corner." I am not clear if this is really in answer to Sean's question. He addresses her again, says, "That way down?" and gestures a vertical line and then a horizontal line. Ms. R gestrues vertically in response and continues immediately with more combinations. At the low table, there is quite a bit of whispering as children help each other. Some are counting on the number line in the center of the room's low table. Stephanie is using her fingers. John W. gets Quizmo and Sean says that he has it, but he is too late. John W. has called first with very little space betwen these two. Ms R counts John's numbers and says, "Right, right!" She tells the children to turn their cards over and to play a new row. Many chorus, "Yeah!" They like to play the game that way, it's easier. An adult woman enters the open doorway and stands to the teacher's right. This may be a parent, she is not a staff member. She seems, from her facila expression, a visitor. She remains in this position for a good part of the next six minutes. The teacher repeats, "Any row. and says, "Subraction." She talks and laughs with the woman beside her and starts giving subtraction problems alternately, saying "Take away" and "subtract" when she presents the numbers. Stephanie, in response to the problem seven take away two actually jumps as she says, "Five." The teacher said, "Sssh!" but it doesn't seem her response is particularly directed to Stephanie. Anne turns around to use the number line on Eric's desk. The teacher's voice now becomes considerably lower as she continues her problems. Ann gets Quizmo and teacher tells her to bring her card up. She has got it. A couple sounds of disappointment come from the children. Again, the instruction is any row but one specific corner is pointed out. The time is 10:30,

10:30/1

noise level is 1. Mark's hand is up, so is John S.'s and he asks "What if it's that corner" and she replies, "If it's that corner, fine, we are all talking about the same corner." Before continuing, Ms R moves steadily from her seat at the high table to the low table since Mark had complained that Emily's counting bothered him. Ms. R says, "Here your counting wont' be a bother." refering to the low table. (The implication also seems to be that the low table children will welcome Emily's counting since this will give them the answer and indeed that is exactly what happens.) Stephanie immediately moves to sit by Emily. The next problem is twelve take away six. Emily and Stephanie talk, and Emily misses

the next problem and says, "What?" The teacher at first doesn't respond and then says, "If you talk, you're going to lose one." She expresses no anger in her voice. The parent is smiling, as though to say "Aren't they cute?" Emily is looking furitively at Eugene. I assume for help with an answer. Michelle G. uses the number line. Cristina uses the line on Eric's desk. The next problem is sixteen take away nine. The woman beside the teacher leaves. Stephanie looks at Emily, watching her count on her fingers. John W. gets Quizmo again, it becomes apparent that he can figure the answers faster than the other children and this has something to do with his success in this game. Andelia, not playing, unable to understand English, yawns, and puts her hand up. The teacher is standing in the center front by the board. Indicates to Emily and Stephanie that they are going to miss problems if they talk, but she says nothing about copying to them or for that matter, to any of the children who are helping one another. She does add "I see you" and moves her hand to her lips to indicate at one and the same time "I see you talking," and "Don't." The teacher is holding an eraser in her left hand and now moves slightly to the side, that is, she is standing in profile. Scott comes back into the room, smiling. When one child gets Quizmo, the game does not discontinue. The game will go until there are four Quizmos. She says, "Say John gets it first again, he'll come up, we'll keep on playing until we get four people." She tells Scott to get a card. Tanya stands up and so does John S. to help, that is, to perform the task they had with the other children in distributing cards and markers. Scott sits beside Jimmy. Ms. R says, "Alright., I'm ready." before Tammy has finished giving a card to Scott. Ms. R says "It's addition." Tammy rushes to her seat muttering something, not expressing anger. First problem is three plus two. Mark is looking at John W. He then slides back into his seat. Scott is leaning over his card, intent. Eugene is whispering to Joanne. Next problem is six plus five. Sean plays the game with great poise, finding answers quickly and not moving much in his seat. Martin says he's out of markers, Tammy starts to get up to get more and the teache says she will do it. The teacher continues to give the addition problems. John W. gets Quizmo again, then Jimmy, the Emily and then Tammy. Annie is still counting, using the number line. The children with the names just mentioned, go up to the teacher's corner. Martin is now looking sad, talks with John W. saying something

10:37/1 about "piece of candy". The time is 10:37, noise level is 1. This is the prize for Quizmo winners. John W. looks very happy. Martin says something about licorice. Michelle G., a few minutes after the children, decides she has Quizmo and goes up to the

10:39/1+ corner too. Time is 10:39, noise level is 1+. The teacher says "Alright now!" and indicates that three

have gotten it, one more person can still win and so the game continues. She says "You people who dumped your cards are automatically disqualified." The next problem is two plus two. Joes gets "bingo" or rather that's what he says instead of Quizmo. She says, "Who said bingo?", not know it was Joey at first. Now she says, "Let's see your card." He goes up. I hear her count, twelve, six, eight, and four." and then says, "He has it." He looks very happy and bounces back to his seat. She now tells the children, "I think I'm out of candy today." She apologiezes and says she will probably get a chance to get some at lunch. It turns out that Ms. R has a luncheon engagement this day. The names of all the Quizmo winners are on the board, with three check marks beside John W.'s name. Ms. R[illegible] is now standing in the center of the room, her arms folded, counting "one" then "Two" the usual manner she uses to get the class quiet. The noise level descends from 2- to 1. The teacher looks tired. The time is 11:42. End of dictation.

11:42/2- down to 1

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involved in a physically handicapped program and my impression is that many of these students would not be defined as physically handicapped in other schools. The only student that might be is Tommy H. who has Cerebral Palsy. The other six students who are involved in the program--Morgan, Jamie, Cindy, Darrell, Eric, Tracy, and Brian--work on an individual basis with two or three physically handicapped teachers who come into the room during the day. I saw a number of students working this way with different physically handicapped teachers. I saw Morgan with a physically handicapped teacher. Later in the day, Eric worked with the same teacher, etc. The students at any time of the day sit exactly where they want to and in a sense follow their own interests. They can talk with each other as long as they don't interfere with the whole class and are essentially given a tremendous amount of freedom. The teacher also mentioned that the students are very used to having visitors and that they would probably be over and talking to me very quickly. In fact, Richie and David made immediate contact and came over and talked to me. David turned out to be the organizer of the classroom. The room is white and very bright. There are no shutters at the window, and there is a roof window, giving an impression of freshness to the room.

Noise level: 0 Plus

During the first hour, the noise level didn't go above 0 plus. The morning group of readers is made up of the following students (there were 14): Eric, Cindy, Jody, David, Kim, Richie, Lisa, Morgan, Sharon, Marty, Darrel, Cheryl, Aaron, and Tommy G. The classroom is connected to the next room with a door that tends to be open most of the time. Students can move freely between the observation room and the next one, without any control. Similarly, the students from the classroom on the other side cam move in and out. The school is not segregated by age in blocks of classrooms so that higher and lower grades are mixed in the same part of the school. The teacher mentioned that Eric had special problems, problems in every way, both in language and in his physical development, and said with regard to him using the physically handicapped teacher, "Boy, does he need it." Marty is the sone of the teacher in the next room. I interviewed the principal informally. He informed me that there were 630 students in this school. The great majority of them were white, maybe two or three families of Chicano, black and Oriental. The school had been up for approximately 15 years, and the background of the students was fairly mixed. There were approximately 30% of the students who were receiving free lunch, the majority of them coming from the apartments that had been built in the surrounding area. There had been some conflict between the not so concerned parents (as the principal described them) and the more stable parents. He also mentioned that the

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This observation comes from a meeting with the teacher during the first week of April while I was in her school, a meeting with the teacher before school on April 14 and observations in the classroom throughout that day, plus meetings with the teacher at recess and lunchtime. Included in this day is also a short informal conversation with the principal of the school. With reference to my first meeting with the teacher, we met in the lunchroom and she told me about her classroom, saying that it was all individualized and that math and reading would be going on all the time. The learning was centered around the interests of the children and no specific program or math series was in use. She mentioned that she had no groupings in terms of abilities. The students chose who they wanted to work with. To continue our conversation on April 14, the teacher mentioned that she doesn't use the teacher's room at all, that she's been teaching for twenty-three years, three years of which have been in this school. Again she repeated that she had no set program and that with regard to reading and math she worked with all the trade books, didn't use the manuals, tended to know what was in them. The teacher was welcoming and very friendly. She introduced me to a lot of staff members on the playground, and to a number of students. While on the playground, a parent came to the teacher and told her that his daughter Nicole had the chickenpox and would be absent that day. The teacher promised to put some work together so that he could collect it by the end of the day. Later on, following Music, this same parent did come back and collect some work. The structure of the day which the teacher gave me is as follows. Between 8:30 and 9:20 a morning group of readers came in, approximately 14, 15, or 16, even that tended to be variable. Similarly, in the afternoon between 1:30 and 2:20 the rest of the class came in for the afternoon. These were the afternoon readers. Although these two times were set aside in theory for reading, the teacher did mention that reading went on throughout the day, and in fact, other activities could very well take the place of reading during that time. The only thing that she intended to do during these hour periods was to read individually with each student in the morning and the afternoon groups. The teacher throughout the day presented a relaxed and informal teaching strategy. Similarly, her room gave the same feeling. She rarely raised her voice. The students seemed to know exactly what to do and seemed generally interested in what they were doing. At no point did the teacher get really angry. Similarly, at no point did she have to give out instructions repeatedly either to individuals or groups. She told me that she believed that all students should have individual attention and that she took advantage of any opportunity to give them that attention. In connection with this, she mentioned that some of the students were

turnover in terms of students was about 50% per annum, which struck me as being extremely high. He was very welcoming and complimented for his organization. He mentioned that he tried to create multi-grade classrooms to break down the age in packages concept. Some teachers enjoyed it--in particular, the teacher I was working with--others did not. But he felt that this was good in that it allowed the parents to have a choice in terms of the teachers they wanted for their children. In fact this year, for the first time, parents have been given a choice with regard to teaching styles for their children. They are given a choice of about four different styles.

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EXAMPLE OF SUMMARY PROFILE - SECOND GRADE

The students are identified as follows; the bright students are Lisa and Hortensia. The students with problems are Jennifer and Tanya. The grouping is as follows; for math the groups from highest to lowest are time tables, combination borrowing and carrying. The text book is Elementry School Mathematics Book II. The reading program is individualized. It's a step by step program and groups were in flux, as the teacher was testing each student. The teacher's aide has almost exclusive control over the different groups and the textbooks that they used were Banks Street Series, SRA and Sullivan workbook.

SECTION #1 - Values

Values emphasized by Mrs. B include the following; good and bad, moral rules, work, success, politeness, tact, cooperation, helpfulness, togetherness, cleanliness, orderliness, appearance are good, competitiveness, equality, knowledge as value, solicitude for others, kindness, fun, relaxation, fairness, personal autonomy, self-restraint, trying hard don't give up, honesty, gentleness, non-violence, flexibility,smartness and thinking.

Most of the values espoused by Mrs. B had been well internalized by her students by this time in the school year. These values were implicit in both the teacher's actions and her demeaner as well as her students behavior. Good and bad as moral rules and honesty were brought out on two occasions. First as a discussion of cheating. The teacher addressed herself particularly to Major and the time table math group. She asked him if he cared if others copied his work. After he indicated no, she said it was okay to copy, as long as you have permission from the other person. Regarding the SRA part of the reading program, the teacher told me that to avoid cheating, she advised the children that they could cheat if they wanted to because she was only going to grade them on their printing. She said that seemed to take care of the cheating that was going on in the beginning of the year. On another occasion, the teacher discussed a hypothetical situation with parents regarding student behavior and open house which was to take place that evening. She stressed the fact that most of the behavior of the children was good and that she wouldn't talk about one or two day which hadn't been so good out of the hundred days that the children had been in school. She then had them role play to emphasize this. Work and success were stressed most of the time. Direct reward for having completed work, were verbal

praise and being able to move to another group. Such as another color in SRA or a different math group.

Politeness and tact were espoused as values by the teacher's own behavior, although never by any direct verbal pronouncement. The children worked well together despite cultural and lingual differences. (particularly between black students and Spanish speaking. These two groups in the community often had violent confrontations and outside the schoolroom, there was continual tension between the two groups). Cooperation, helpfulness and togetherness likewise were well understood by the students as values. There were many group activities, such as reading together and working together on various tasks. It was clearly understood that were the children not cooperative or were they antagonistic to others, they would not be a member of the Friday club for the week. Being a member of the Friday club means essentially to have a free day to work on activities which were not directly academic as a reward for good behavior, during the previous four days of the week.

Cleanliness and orderliness were stress when Mrs. would tell the group to pick up their materials after their math lesson, or "put your board like Pat has done" referring to neatly arranging the math materials in a pile. The children by and large maintained a neat and orderly room without having to be reminded. Mrs. B showed her interest in the value of parents by making them welcome in the classroom and many parents visited throughout the week to work on activities such as sewing or to have children practice reading to them.

Competitiveness was a value when groups or individuals would have contests. The math groups had contests often as a drill in addition or subtraction skills. On one occasion, as a phoenics drill, two teams competed with one another in sounding out letters (such as sm). Equality was practiced regarding the teacher's time, which was divided between both groups and individuals equally. Knowledge as a value was often discussed between the teacher and students. Such as, she would often ask the students if they liked being in a particular group such as a math group, and if so, why. As another example she asked the children in the time table group whether it was better to know the multiplication tables fast or slow. She would have the children answer these questions.(I assume the same positive value on knowledge was espoused in reading, but it is difficult to say since the teacher's aide, was for the most part, in charge of the entire reading program).

Solicitude for others was another unspoken value, which

was at all times followed without any inducement. Again, despite racial problems in the community, and apparently problems in the class in the beginning of the year, I saw no instance of even mild verbal abuse of one child against another. Mrs. B 's stressed kindness and fairness in the same way. Friday was the day for fun and relaxation both of the teacher and the students. The day was decidedly more informal and slow paced than the previous four days. The children visited other classrooms, listened to tapes, especially on of a sports car racing, visited the discovery room, engaged in sewing and read for enjoyment.

Personal autonomy was allowed, free expression in the degree of freedom the children had, such as picking which reading program they wanted to be part of, SRA, Sullivan and a wide variety of other books which they could read. Much of the instruction was individual, such that the children were made to feel independent and successful. They appear to be quite self-directed. Self-restraint was highly valued in the classroom as the children were extremely poised, quiet and calm. There was no running, pushing or loud talking. The teacher rarely had to remind them to be quiet or to settle down. The notion of trying hard and don't give up was often stressed. On one occasion during the math session the teacher asked Eric, Stoffey, Robert and Steven if it was possible to learn to ride a motor cycle by trying only once. They said no and she told them that it was the same as borrowing and they agreed. She said it was a sign of smartness to know when you need help and that if you knew all the answers you wouldn't need to be here, you could go right to high school. Gentleness and non-violence were not usually discussed in the class, however, in one incident, a Spanish speaking girl remarked that her mother wouldn't let her play in the park because of the colored kids. The teacher questioned her saying if Major was in the park would she be afraid. The girl says no, Major was her friend and the three of them discussed the problem. Then the teacher let them think about it for a while.

Flexibility was illustrated when the teacher explained to me that she used no real formal sessions, in either reading or math, that the groups were often changed for both and particularly reading, she encouraged children to work on what they liked. She said there was much overlap in the three programs which were used and, therefore, this variability would make little difference. in what the children learned. Smartness was stressed above all by the teacher who emphasized that it is a sign of knowing that your need help to be smart. On one occasion when helping one student, she asked him questions and he hesitated several times. The teacher ended up giving him all the answers. She told him she was doing all of the thinking and that she knew

he was smart but he needed to show her that he could think and that he could tell her the answers. He responded positively.

As a group, Mrs. B 's class, all responded positively to the values espoused. There is no difference in the teacher's attention to one student verses another. The class was uniformly well behaved, extremely quiet and cooperative.

2b. Value conflict

Many of the values which were expressed and manifest in Mrs. B 's class were undoubtedly conflicting with other areas of the children's lives, but within the classroom the teacher had sufficent control over the group, while at the same time remaining flexible enough to allow for individual differences. So that value conflicts did not arise to any great extent. For example on one occasion a child was speaking very loudly with a small group in the back of the classroom, while this was disruptive to the group in the front working with the teacher, and could have been a conflict between the values of self-restraint and autonomy. The teacher resolved the problem by saying that the student had a particularly loud speaking voice and wouldn't he like to move the group outside so that he could speak in his normal voice. This way any kind of conflict was avoided. For the most part any kind of conflict that came up were quietly discussed. The teacher always questioned the child or children involved and reasoned with the students so that they would provide solutions to their own problems. The only real conflict which I observed concerned Jennifer and Tanya and going to Mrs. Levine's room. Mrs. L taught a group of potentially gifted children, which included perhaps as many as half of Mrs. B 's class, who went in to work with Mrs. Levine twice a week. These two girls decided that they did not want to go. However, they could not give the teacher a reason for not wanting to go, therefore, I assume that the conflict was resolved by having them return to Mrs. L 's class. To spite this one incident, the class seemed to be very free of overt conflicts.

SECTION #2 - Teaching methods.

A. Reading - Reading in one form or another comprised 80%of the student's time of instruction. The great majority was taught by a teacher's aide, Mrs. [illegible]. The only formal teaching of reading done by Mrs. B was a phonics lesson, taught on two days that I observed. As only a small fraction of instruction in reading and the fact that it was only observed twice, makes it unrepresentative of the total reading program

in this classroom.

For the phonics lesson, the children were grouped together on the floor at the front of the classroom. The lesson was taught with the use of the following teaching methods; symbolic association, use of a story, acting in undifferentiated unison, positive and negative assertion, teacher question pupil answer, rote memory and asking for volunteers.

Symbolic association was used for example, when the teacher called the AH sound the doctor (as in say AH). The teacher continued to build a story around the doctor, one which the class knew very well, using various words and letter combinations to illustrate that sound. Throughout most of the lesson, Mrs. B would ask a series of questions. The children would respond in unison by rote memory. Occasionally she would introduce new materials and ask for volunteers, calling on various students with hands raised. At times the teacher would probe a particular student with a series of questions, if the student was having trouble with a particular letter combination. However, for the most part, the phonics lesson was simply rote memorization, recited in unison. Possitive assertion was used throughout by the nodding of the teacher's head or yes or good to individual students that she called on. There was no discernible difference in the way she responded to different students.

B. Math- Math was grouped into the following categories; first was carrying which was division. Second borrowing which was fractions, third the combination group, which was a combination of addition and subtraction and the fourth group was times tables, which was multiplication. The children moved from group to group, each student selecting the group they wanted to be in. This was then modified by the teacher, such that each student must know how to carry before going to the borrowing group, and must know subtraction before going to the multiplication group. The groups were flexible and the teacher often checked with students to see if they liked the group they were in. The teacher would work with two or three groups every day on the floor at the front of the room. The patter of the lessons was a follows; for the carrying group, the teacher most often put a series of problems on the blackboard and the children must work them on individual chalk boards that they had. In the borrowing group, the children used bean sticks and usually the teacher gave them one problem at a time to work out individually. For the carrying group, I observed the working of story problems and drilling the group as a whole on multiplication tables. The text books

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seemed to be used relatively little if at all. The methods of teaching include the following; imitation, example, problem solving, mechanical devices, by doing, by symbolic association, by games, by trials, by positive and negative assertion, response by undifferentiated unison, teacher question pupil answer, volunteers and isolating the subject.

Mrs. B would teach with the use of imitation and example when demonstrating the working of a problem. For example, holding up bean sticks, she would demonstrate the working of a problem and tell the children to do the same. The majority of time spent in each group was with individual problem solving or the teacher going over step by step, different parts of the problem. Children worked on small chalk boards. Mechanical devices were bean sticks in the borrowing group, counting discs with the carrying group, In conjunction or as a part of the problem solving, children learned by doing, often in the form of physical manipulation of objects. Symbolic association was used primarily in the times table group with the use of story problems. Every day or every other day one of the groups would have a contest, usually as a drill for practicing speed in learning addition and subtraction. These contests would be both as a group and with individuals. The remainder of the class who were not in that group who was having that contest, would act as a judge to see who said the answer first. The teacher often had the students try problems again if they were wrong the first time, by saying something like "you're almost right" or " just check the first column, the rest is right" and the children would try the problems again. Positive and negative assertion was used throughout the lesson in every group. Negative assertions were always supported by saying something positive. Positive assertions were often in the form of a quick nod, okay or good. The groups responded at times in undifferentiated unison, such as when the teacher drilled the times table group on a particular set of numbers or on easy addition or subtraction problems which were usually answered by the group as a whole. Teacher question pupil answer was used often also. The children would respond at times by raising their hand and the teacher would pick a volunteer. However, isolating the student was used when that student or students had not volunteered. The teacher would often ask something like , who has not read a problem. In this way, the teacher spent equal time with each student. When the teacher gave a problem, she checked each child's answer individually. If a child repeated got the problem incorrrect, she would tell him or her to move closer to her and would carefully work with the

student. There is no detectable difference in the time spent with different students. The teacher checked each answer and looked at each student around in the circle as she explained her instructions. At times Mrs. B would isolate several children if they were moving ahead, such as Tanya and Jennifer one day worked at a table beside the teacher and beside the rest of the group. The teaching was very individualized and the groups were sufficiently small, so the teacher could keep track of each child's progress throughout the lesson.

SECTION #3 - Who educates?

There was a wide variety of teachers in this classroom, primarily female adults. The teacher's aide, Mrs. Br was described and observed to be an equal partner in the teaching of this class. In addition to almost total control of the reading program, Mrs. Br , did art work such as the bulletin boards and so forth and was at all times present in the classroom, sometimes when the teacher herself was not. In addition, there were many specialists and volunteers. A volunteer woman came in one day to help prepare federal testing material. Mrs. L worked with the children who were "potentially gifted". There were various reading specialists in the school(the extent to which they were involved with different children in Mrs. B 's class, I do not know), there was a full time worker in the discovery room, who was qualified in teaching arts and crafts of various types. There was also a Spanish teacher who came in twice during the week. Several mothers came to the classroom to help with reading and one mother was in charge of the sewing project. Education as such, was by people with various backgrounds and the rewards were primarily in the form of emotional satisfaction. Although some of the educators did receive a salary, including Mrs. Borden of course.

SECTION #4 - How does the person being educated participate?

The differences in attitudes among students in the classroom are so minor as to be relatively unimportant. The entire class with the exception of Patrick, exhibited the following characteristics; accepting, finding the process gratifying,competitive, cooperative, eager hand raising, made independent decisions, spontaneous contributions both within and outside the context of the lesson, attentive, mobile free, praising work of peers and with a sense of adequacy.

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The class responded immediately to the teacher's instructions with little or no discussion or confusion(by this time in the school year, patterns of class behavior were well established). The students uniformly found their work gratifying, often showing the teacher completed work, persuing activities, especially various reading activities without being told to do so. This is also largely the result of constant positive reinforcement by the teacher and encouragement from her. The concept of failure was unknown in this classroom. The teacher would instead say try again. The children participated competitively when appropriate, primarily in contests, cooperatively when working as a group. During phonics lessons, story reading and occasionally during math lessons, the children responded with eager hand raising, never calling out, except when the teacher indicated that the group should do so as a whole. Often students made spontaneous contributions when working with Mrs. Br . However, I never observed this to happen during formal reading or math lessons. At other times during the day Mrs. B would listen and comment if a child made such a contribution, Particularly during the formal teaching of phonics and math, the students were always attentive. The students, although mobile free, tended to stay seated during most of the day and were noticeably still, such as they did not squirm or figet. Praising of peers was usually related to winning a contest. Several times students cheered an individual winner, however, on one occasion during a two team contest, Mrs. B had to remind one team to congratulate the winner.

The class as a whole from appearances participated with a sense of adequacy. This may be attributed, at least in part, to the great extent in which the reading program, again comprising 80% of instruction, is a step by step by step program allowing students to see their own progress. Regarding math, three things contribute to feelings of adequacy on the part of the students. First is the immediacy of feedback during the lesson to individuals, second is the amount of posititive reinforcement from the teacher. Third is the fact that to some extent the children can choose the group they wanted to be in. Among "problem students" Tanya and Jennifer were more verbal than most of the others (the teacher attributed this to the fact that both were only children and especially Jennifer was spoiled by her father). In addition to speaking more than the other students, Jennifer and Tanya were more resistive on the previously described occasion with Mrs. L . Both approached the teacher physically and were spontaneously expressive,

such as talking to each other during lessons. Three or four times during the week the teacher reminded one of them to be quiet. Rarely, if ever, did she tell anyone else to be quiet. Patrick can be described as being indifferent, that is not illiciting any response to the teacher or others, except throught continued probing and coaxing on the part of Mrs. B , and showing. Patrick also showed an aversion to peers. He always worked alone, or when in a group did not participate with the others. The teacher spent much time with Patrick, usually trying to illicit a verbal response.

SECTION #5 - How does the educator participate?

Mrs. B exhibits the following characteristics in her teaching; integrative, polite, enjoys correct response, seeks physical contact with person being educated, puts decisions up to children, encouraging, relatively immobile, personalizing with use of request sentence with name or hand names, accepts approach, acts and talks as if child's self image is fragile, responds to non-verbal cue other than hand raising, praises and rewards realistically.

At the beginning of the math lesson Mrs. B announced which groups she was going to work with that day and what they would be doing. To a great extent, the children knew what the pattern of the day would be. During a math lesson the teacher often checked by giving a quick review to see that the children had mastered, for example carrying, if they were in the borrowing group or the time table group on how to borrow and carry. Mrs. B and Mrs. Br were very well coordinated in their teaching, so that the day seemed to flow evenly from one activity to the next.

Mrs. B was polite, soft spoken, patient, and low keyed. One example was another and her class filed through to look at Mrs. B 's class. The teacher remarked about how nice her children were and had her children watch them as they filed through the room. Mrs. B enjoyed a correct response but did not over react or draw attention to her brightest students. She most often would work individually with the child who was having trouble with a particular problem, always seeking physical contact by either asking the child to come and sit by her or by moving over to the child. The teacher always acknowledged a correct response with very good or a nod or it is almost right. She always said something positive, encouraging and supportive about a child's work or answer, whether it was

correct or incorrect. The teacher would often say to a particular child "you are doing so well" always noting improvement.

Children in the class were active participants in deciding which math group they wanted to be in. Again this was modified by the teacher, according to mastering previous tasks. There was variability in reading materials the students could use. Since there was an overlap in the materials covered in the different programs, the reading programs were flexible and it was left up to the student to decide which activity he or she wanted to work on.

The teacher was relatively immobile in the classroom. During math the group would sit very close to her and she would often tell them to move in closer so that she was always in close physical proximity to the children that she was working with. During the phonics lessons, again the children were very near her and she would usually remain stationary throughout the lesson.

Mrs. B always prefaced a request sentence with a name or responded to a raised hand with a child's name. She was never vague or depersonalizing. She was receptive to each child, always acknowledging a response in some way and was sensitive to individual differences and children's self images. She knew each child's strength and weaknesses and would explain customs which were foreign to some students. On one occasion she had one child explain to Stoffey what a wishbone was and on another occasion she asked the music teacher to please bring some Spanish music as Cinco de Mayo was coming up and the Spanish children wanted to celebrate.

The teacher would often be perceptive to puzzled looks or other questioning non-verbal cues. On one occasion she asked Tanya to turn her workbook over if she had a question rather than raising her hand. The teacher gave praises and rewards often, but not excessively. Her responses were calm but not ostentatious. Most often related to a response or work just completed by a student. She did not respond to bragging or showing off, as at times Jennifer and Tanya would attempt to do. Nor did she use praise or rewards for flattery.

SECTION #6 - Variation in instruction within the classroom.

The curriculum varied with respect to content, depending upon which reading group or math group the children were in, such as different reading material offered in the reading program. About half the class was "potentially gifted" and visited

Mrs. Leavitt twice a week. These children were part of an early assessment program which was designed to give special help to children who show potential. They were of course not all gifted in the sense of I.Q. scores. Regarding these children and all the other children in Mrs. B 's class, there were as indicated previously, many outside activities, many volunteer teachers, which were available to all of the children.

Aside from variation and content of material taught, there was no difference in instruction among any of the students, except in cases when individual differences and needs were taken into account. Such as Patrick and others who at times had trouble with problems in math in all of the groups. FOr example one day four or five children were singled out for extra individual help by Mrs. B and she confirmed with the children that they did indeed need help.

SECTION #7 - Limits on quantity and quality of information a child receives.

There was essentially no difference in quality and quantity of instruction given to any of the students in this classroom. Each math group for example, was given the same amount of time and each child was worked with individually with probably somewhat more time spent with students who were slower to understand the problems they were working on. Regarding reading, since the majority of instruction was from Mrs. Br , it is impossible to assess the quantity and quality of information given to different children. However, Mrs. B has indicated that she has worked with Mrs. Br . for five years and that they work well together. I assume that their teaching is very similar, in particular their attitude towards the children in this class, and again there was a wide variety of instructors available to each child in the class, from reading specialists to volunteers, to teacher's aides.

SECTION B - Time

The "socializing" of students was presumably done at the beginning of the year. Children were well aware of behavior that was acceptable and not acceptable in the classroom, so that there was little need for the teacher to spend time socializing students. Virtually all instructional time was spent in acquiring skills. Mrs. B 's instructional time as nearly as could be detected was spent equally with all of the students. Rewarding behavior was likewise equally distributed. There were several times during the week when the teacher

directed controlling behavior toward Jennifer and Tanya. This was, however, quite an insignificant part of the classroom activity.

SECTION C. - Proxemics

Space in the classroom was organized very specificly and efficently into areas by hanging signs. In general, the teacher taught in the front of the room, usually with the children on the floor. Reading took place toward the back of the room, usually around a round table with Mrs. Br . Although the children had assigned seats, they were utilized infrequently, only during changes in activity in the morning and in the afternoon, before class was over. The physical organization reflected the deversity of activities in the classroom.

Mrs. B 's use of proxemics during instruction was extremely important and a key factor in her teaching. During the math lessons, the teacher sat on the floor with the children in a tight circle around her. She often asked them to move in closer or singled out one student (different students at different times) who were sitting on the periphery having them move in. During the course of instruction, the teacher would look directly at each student. Eye contact was very important. Her eyes continually moved from child to childin the group as she helped each individual or went over a problem. She would get up on her knees so that her face was very close to the child's face. If she did not move to the student, she would ask the student to move over to her and the children would sit right beside her. As such, Mrs. B was always near the children and on the same vertical level. During phonics lesson, the teacher would sit on a chair very near the class, who would be grouped beneath her on the floor. At other times she sat at a table with the children around her and at all times, direct eye contact was made with individual students. I could not determine the influence of Mrs. B use of proxemics on peer group relationships.

SECTION #8 - Disciplin

Mrs. B used the following use of disciplin in the classroom; relaxed gentle repremand, promise of reward. There were no children in this classroom who were control or behavior problems. Mrs. B established atmosphere at the beginning of the year and it was maintained through the promise of reward, which is being in the Friday club. Each week, the children were rewarded for good behavior by having Friday as a free day to persue arts, crafts, outside

reading , listening to tapes, sewing, learning Spanish and so forth. Tanya and Jennifer were excluded from the Friday club along with several other students during the week that I observed this class. These children's names were listed on the board. NO verbal mention of the fact was made and the students worked on academic lessons on Friday. During the course of the week, on not more than four occasions, I observed a quick gentle repremand each time directed to either Tanya or Jennifer during math. The disturbance ceased immediately after the teacher's request. At no other time during the course of the week did Mrs. B use any other verbal or physical form of disciplin. The classroom was invaribly quiet.

SECTION #3 - Intent and result of education

Mrs. B has had many years of teaching experience and said that she had gone through many phases and now she was in a rather informal stage. Although she was strict in some senses. Mrs. B said that she felt grouping students shoud be flexible, such as she didn't care that all the children sitting at one table were working on the same thing. Reading was her definite focus and she said that her main goal was that she wanted the children by the end of the year, to like reading. It wasn't so important that they understood the mechanics perfectly, but she wanted them to enjoy reading. At the beginning of the year she described the use of various inducements to get children to read and said she has devised her own reading program over the years.

From my observation of this class as it appeared in the course of a week, correlation between intent and result of education was exceedingly high. The group as a whole seemed to be motivated and bright, interested in learning generally and in reading particularly. They seem to be self-directed and were actively involved in the learning process itself.

APPENDIX A: A Cross-Cultural Outline of Education
from Jules Henry, Current Anthropology, 4, July, 1960.

I. On what does the educational process focus?

1. Environment (other than human)
   1. Flora
   2. Fauna
   3. Climate
   4. Geographical features
   5. Anthropomorphized flora
   6. Anthropomorphized fauna
   7. Anthropomorphized or zoomorphized machines
   8. Anthropomorphized or zoomorphized natural pehnomena other than flora or fauna (winds, rivers, mountains, etc.)
   9. Space
   10. Time
   11. Motion
   12. Space-time-motion
   13. The world view of the culture
      1. Isolate-static
      2. Communicate-changing
         1. Engulfing
      3. Hostile or pacific
         1. Hostile
         2. Pacific
         3. Selectively hostile or pacific
      4. Geographical position of places studied
         1. Near: own town, state or province, village, tribe
         2. Near-distant: other states or provinces, nation in general; other villages or tribes
         3. Distant: other lands
      5. Temporal position
         1. Immediate
         2. Contemporary
         3. Near past
         4. Distant past
         5. Mythological past
   14. Clothing
   15. Food
   16. Transportation and communication

2a. Values
   1. Good and bad: moral rules
   2. Work, success, failure
   3. Being on time
   4. Culture
   5. Proper dress
   6. Strength, activity, power
   7. Beating the game
   8. Politeness, tact

Appendix A (continued)

9. Cooperation, helpfulness, togetherness
10. Patriotism
11. Cleanliness, orderliness
12. Thrift, saving, don't wast
13. Parents are good
14. Prettiness, beauty
15. Love
16. Mother, motherhood
17. Happiness
18. Conpetitiveness
19. Equality
20. Novelty, excitement
21. Pride
22. Knowledge as value
23. The "beautiful person"
24. Private property
25. Democracy
26. Family
27. Responsibility
28. Generosity, doing more than required, non-commercialism
29. The state
30. Deference
31. Enlightened self-interest
32. Independence, toughness
33. Physical intactness
34. Sense of emergency
35. Constancy
36. Solicitude for others, kindness
37. Composure under stress
38. Courage
39. Knowledge as means to an end
40. Compromise
41. Fun, relaxation
42. Friends, friendship, faithfulness
43. Fairness
44. Flattery, empty praise
45. Honor (integrity), personal autonomy
46. Self-restraint
47. Trying hard, don't give up
48. Fame, ambition
49. Honesty
50. Prestige
51. Niceness, likeableness
52. Respect for authority
53. Excitement
54. Gentleness, non-violence
55. Speed, alertness
56. Sacredness, etc., of parents
57. Flexibility
58. Modesty
59. Tolerance
60. Freedom
61. Peace

Appendix A (continued)

62. Progress
63. Wealth
64. U.S.A.
65. Loyalty
66. Money, greed, etc., are corrupting
67. Smartness, cleverness, thinking
68. Profit
69. Size

2b. Value conflict
3. Institutions
    1. Social
    2. Religion
    3. Economic system
4. Technology, machines
5. Reading, writing, and arithmetic
6. Social manipulation
    1. Recognition-seeking behavior
    2. Manipulation of others
    3. Manipulation of self
7. Responsibility
8. How to compete
9. How to take care of others
10. Use of the mind
    1. How to think
    2. Disjunction
        1. When to disjoin
        2. How to disjoin
        3. From what to disjoin
    3. Concentration
        1. Interest stimulation defining purpose; motivation
        2. Force
        3. Shutting out external stimuli
        4. Visualization
        5. Focused retention
    4. Preparation of the mind
    5. "Mental discipline"
11. Body parts or functions
    1. The voice
    2. The sphincters
    3. Care of the body (like getting enough rest)
    4. Posture
    5. How to relax
    6. The mouth
12. Art
13. History
14. Some other facts about which information is communicated
    1. About systems of rewards and punishments
    2. About what the culture promises its members
    3. About permitted and forbidden activities
    4. About how to get pleasure and avoid pain
    5. About whom to love and whom to hate
    6. How to handle frustration

Appendix A (continued)

7. The difference between the real and the manifest (this refers to situations in which an effort is deliberately made to enable the child to see "behind" the obvious)
8. About death
9. About sex relations
10. About race, class, or ethnic differences

15a. Instruction in identifiable adult tasks
15b. Teaching about adult tasks
16. Scientific abstractions
17. Science (general)
18. Routine procedures
19. Childish handiwork
20. Cultural stereotypes
21. Warfare and associated activities
22. Safety
23. Songs, music
24. Mythology
25. The object system
26. Games
27. Cultural fictions

II. How is the information communicated (teaching methods)?

1. By imitation
2. By setting an example
3. By instruction in schools, ceremonials, or other formal institutions.
4. By use of punishments
5. By use of rewards
6. Problem-solving
7. Guided recall
8. Giving the child rasks to perform beyond his immediate capacity
   1. Jamming the machine
9. Mechanical devices
10. By kinesthetic association
11. By experiment
    1. By teacher
    2. By pupil
12. By doing
13. By symbolic association
14. By dramatization
15. By games or other play

16a. By threats
16b. By trials

17. By irrelevant association
18. By relevant association
19. Through art
    1. Graphic
    2. Music, general
    3. Songs
    4. Literature (stories, myths, tales, etc)
20. By stating the opposite of the truth ("Water's a a solid, isn't it?"); writing antonyms

Appendix A (continued)

21. By holding up adult ideals
22. Acting in undifferentiated unison
23. Physical force
24. By positive or negative assertion
25. Repetition
26. By specifically relating information to the child's own body,, bodily function, or experience
27a. Through ego-inflation
27b. Through ego-deflation
28. Through use of humor
29. By telling
30. By watching
31. By listening
32. Question and answer
    1. Teacher question, pupil answer
    2. Pupil questions, teacher answer
33. Holding up class, ethnic, national or religious ideals
34. By doing something on his own
35a. By repeating the child's error to him
35b. By repeating the child's correct answer
36. By accusing
37. By following a model
    1. Human
    2. Non-human
38. By comparison
39. By filling in a missing part
40. By associative naming (e.g., a book mentions gingham as a material, and teacher asks students if they can name other materials.)
41. By identifying an object (like going to the board and underlining "a noun" in a sentence)
42a. By group discussion
42b. By class discussion
43. Physical manipulation
    1. Bodily manipulation
    2. Bodily mutilation and other physical stresses
44. Rote memory
45. By working together with a student (as when teacher and student work together to make a battery, or as when teacher and student go over reference books together)
46. Through special exhibits
47. By having children read substantive materials (e.g., reading the chemistry lesson in the reader)
48. By putting the child on his mettle ("Now let's see how well you can read.")
49. Through group projects
50. By giving procedural instructions
51. By demanding proof
52. Through reports by students
53. By pairing (e.g., one child gives a word and calls on another child to give a sentence with the word; one child gives the state and another gives the capital)
54. By asking for volunteers
55. Through isolating the subject

Appendix A (continued)

III. Who educates?
- 1. Males or females?
- 2. Relatives or others?
- 3. On which age group does the burden of education fall?
  - 1. Peers
    - 1. Boys
    - 2. Girls
  - 2. Older children
    - 1. Male
    - 2. Female
  - 3. Adolescents
    - 1. Male
    - 2. Female
  - 4. Adults
    - 1. Male or female
    - 2. Younger or older
    - 3. Married or unmarried
  - 5. Others
- 4. Is education by "successful" people?
- 5. What rewards accrue to the educator?
  - 1. Enhanced status
  - 2. Material rewards
  - 3. Emotional satisfactions
- 6. Are there education specialists?
- 7. Does the educator wear distinctive dress or other insignia?
- 8. Is the educator of the same or of a different social group from that of the person being educated? (national, racial, class, etc.)

IV. How does the person being educated participate? (What is his attitude?)
- 1. Accepting
- 2. Rejecting, resistive
- 3. Bored, indifferent
- 4. Defiant
- 5. Inattentive
- 6. Social closeness of teacher and child
- 7. Social distance of teacher and child
- 8. Finds the process painful?
- 9. Finds the process gratifying?
- 10a. Competitively
- 10b. Cooperatively
- 11a. With inappropriate laughter
- 11b. Ridiculing peers
- 12. Laughter at humor of peers or teacher
- 13. Over docility
- 14. Eagerly
  - 1. Facial expression
  - 2. Hand-raising
  - 3. Talking out
  - 4. Heightened bodily tonus
- 15. Through making independent decisions and suggestions
- 16. Asks for clarification, direction, etc.

Appendix A (continued)

17. Through spontaneous contributions or other demonstrations not precisely within the context of the lesson
18. Through spontaneous contributions within the context of the lesson
19. Attentively
20. Spontaneously humorous
21. Spontaneously expressive
22. Approaches teacher physically
23. Mobile-free
24. Immobile-constricted
25. Through performing special assigned tasks
26a. Hostile to peers
26b. Protective of peers
27. Diversion to peers
28. Anxiously
29. Disjoined hand-raising
30. By whispering to teacher
31. Laughs at peers
32. Corrects teacher
33a. Disruptively
33b. Critically
34. By carping criticism
35. By praising work of peers
36. Dishonesty, cheating, lying, etc.
37. Attempts to maintain order
38. Guiltily
39. With sense of inadequacy
40. With sense of adequacy
41. By copying from peers
42. Attempts to control the class
43. No response
44. Uses teacher's last name
45. Uses teacher's first name
46. Calls out to teacher
47. Uses kinship term
48. By public performance

V. How does the educator participate? (What is his attitude?)

1. Eagerly
   1. Facial expression
   2. Bodily movement
   3. Tone of voice
   4. Heightened bodily tonus
2. Bored
3. Embarrassed
4a. Dominative
4b. Integrative
5. Insecure
6. Politely
7. Enjoys correct response
8. Resents incorrect response
9. Can't tell

Appendix A (continued)

10. Seeks physical contact with person being educated
11. Acceptance of blame
12. Putting decisions up to the children
13. Discouraging
14. Encouraging
15. Hostile, ridiculing, sarcastic, belittling
16. Relatively mobile
17. Relatively immobile
18. Personalizing
    1. Use of request sentence with name
    2. Use of name only
    3. Use of hand-name technique
    4. Use of equalizing, leveling term like "comrade"
19. Depersonalizing
    1. Use of class seating plan for recitation in succession
    2. Use of "next" or some such impersonal device
    3. Use of "you" instead of name
    4. Pointing, nodding, looking
20. Irritable
21. Accepts approach
22. Repels approach
23. Accepting of child's spontaneous expressions
24. Rejecting of child's spontaneous expressions
25. Humorous
26. Handles anxiety, hostility, discomfort, etc.
27. Acts and/or talks as if child's self-image is fragile
28. Acts and/or talks as if child's self-image is irrelevant
29. Defends child against peers
30. Responds to non-verbal cue other than hand-raising
31. Excessively polite
32. Keeps word
33. Fails to keep word
34. Praises and rewards realistically
35. Praises and rewards indiscriminately
36. Critical (does not point out good things in student's work)
37. Does not reward correct answer or good performance
38. Does not punish incorrect answer or poor performance
39. Acknowledges own error
40. Uses affectional terms like "honey" or "dear"
41. Awakes anticipation ("Now we are going to get some nice new books.")
42. The inclusive plural

VI. Are some things taught to some and not to others?

1. Do different age groups learn different things?
2. Do the sexes learn different things?
3. Are different groups taught different things?

VII. Discontinuities in the educational process.

1. Discontinuities between age periods
    1. In regard to techniques

Appendix A (continued)

2. In regard to values
2. How do all of these apply between the sexes?
   1. Are discontinuities different for boys and girls?
   2. The secrecy of initiation rites.

VIII. What limits the quantity and quality of information a child receives from a teacher?

1. Methods of teaching
2. Available time
3. Quality of equipment
4. Distance from the object
5. Ignorance or error of teacher
6. Stereotyping of the object
7. Failure of teacher to correct pupil's mistakes
8. Failure of teacher to indicate whether the pupil's answers are right or wrong.
9. Failure of teacher to respond to a question
10. General vagueness or fumbling of the teacher

IX. What forms of conduct control (discipline) are used?

1. Relaxed
2. Tight
3. Sense of propriety
4. Affectivity
5. Reprimand
   1. Direct
   2. Gentle
   3. Mixed ("We like for you to have an opinion but it is childish for you to shout out your numbers like that.")
   4. Impersonal ("Some of you are holding us up.")
6. Ridicule
7. Exhortation ("How can I teach you if you keep making so much noise?")
8. Command
9. Command question or request
10. "We" technique
11. Instilling guilt
12. Cessation of activity
13. Group sanction
14. Threat
15. Putting the child on his mettle
16. Non-verbal signal
17. Reward
18. Promise of reward
19. Special strategems
20. Awakening fear
21. Using a higher power
    1. Human
    2. Non-human
22. Exclusion

Appendix A (continued)

23. Punishment
24. Encourages peer-group control

X. What is the relation between the intent and the results of education?

1. Relatively high correlation between intention and results
2. Relatively low correlation between intention and results

XI. What self-conceptions seem reinforced?

1. Ego-forming factors
    1. Syntonic: praise, support, status inflation
        1. Grandiose self-conception
    2. Dystonic: blame, shame, guilt, fright, exclusion, depersonalization

XII. How long does the process of formal education last?